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| **3 Priorities** | Led To… | **2 Recommendations** |
| 1. Address high intensity behaviors that present a safety issue 2. Streamline the process to match current resources while establishing a system that consistently works grade to grade, school to school, and level to level for the purpose of transitions and ensuring that the process (graphing) is sensitive enough to identify cases of mental illness (3 pts. Below, 18 week, trend line) 3. Address the lack of social/school skills curriculum for the general education classroom and the gap in teacher preparation in the area classroom management/behavior | 1. Revise the current RTI Behavior Intervention Process:  * Develop an expedited process for students w/ mental illness that makes use of the Section 504 process   + Create a district Tiered Standard Protocol for behavioral intervention/instruction to help schools to answer “What do you do?” when the student presents behavior issues that interfere with learning of themselves and others. The Tiered Standard Protocol will include the following elements:     - Interventions     - Measures     - Universal Screening * Ensure alignment to existing Regulation & Law * Include a focus on improved academic performance that includes flow charts, checklists, charting systems * Identify and convene some current and additional group members who have strong expertise and experience with the tasks identified to address the recommendations  1. Recommend to leadership that social skill and behavior instruction and assessment for the whole school (Tier 1) at every NHCS school is in need of strengthening and emphasis. Existing resources such as Second Step and Positive Behavior Intervention and Support (PBIS) could be deployed to accomplish this recommendation. |

**RTI & BEHAVIOR**

Tier 3

Tier 2

Tier 1

Tier 3

Tier 2

Tier 1

Strategies

Programs/Curricula